

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Corey Miklus

Official School Name: Nellie Hughes Stokes Elementary School

School Mailing Address: 3874 Upper King Rd
 Dover, DE 19904-0188

County: Kent State School Code Number: 10616

Telephone: (302) 697-3205 E-mail: corey.miklus@cr.k12.de.us

Fax: (302) 697-4029 Web URL: www.stokes.cr.k12.de.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Kevin Fitzgerald Superintendent e-mail: kevin.fitzgerald@cr.k12.de.us

District Name: Caesar Rodney District Phone: (302) 697-2173

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Henderson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
(per district designation) 3 Middle/Junior high schools
1 High schools
1 K-12 schools
12 Total schools in district
2. District per-pupil expenditure: 9768

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	49	35	84		8	0	0	0
2	44	49	93		9	0	0	0
3	42	34	76		10	0	0	0
4	39	43	82		11	0	0	0
5	54	43	97		12	0	0	0
Total in Applying School:								432

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
29 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
63 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 12%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	33
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1, 2009	426
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 3

Number of languages represented, not including English: 2

Specify languages:

Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 51%
 Total number of students who qualify: 232

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 20%
 Total number of students served: 87

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>42</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>43</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	98%	98%	0%	0%
Daily teacher attendance	92%	92%	93%	93%	95%
Teacher turnover rate	3%	8%	5%	8%	5%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The Caesar Rodney School District changed data management vendors after the 2006-2007 school year. We no longer have access to data for 2006-2007 and 2005-2006 student attendance.

Over a five year period we have had 12 maternity leaves and 2 medical leaves that impacted the overall daily teacher attendance percentage.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Nellie Hughes Stokes Elementary is one of seven elementary schools in the Caesar Rodney School District. Originally built in 1958, Stokes Elementary started as a K-6 elementary school. It was later rebuilt at a new location in 1997. Stokes is currently school wide Title I serving grades 1-5 with a population of 432 students. Less than ten years ago, the school plant was set alone in the middle of a cornfield. Today, it is bordered by a Super Wal-Mart and a new housing development. We now have our first group of students that walk to school! The school's namesake, Nellie Stokes, taught in a one room school house, grades 1-8, for 49 years! She would arrive on horse and buggy and shovel coal to start the stove in the school house each morning. Staying true to their namesake, the teachers at Stokes Elementary are dedicated to the students, parents, and school community.

At Nellie Hughes Stokes there is strong emphasis on academic achievement as illustrated by its state Superior School rating and Title I Distinguished School award. Stokes is also the home of a former Caesar Rodney School District's *District Teacher of the Year*, Delaware's *Elementary Counselor of the Year* and Delaware's *National Distinguished Principal*. Though these recognitions are appreciated and valued, the true reward is recognized through the continued support of the entire school community.

At NHS it is our mission to create an atmosphere where students are provided with a nurturing, safe and structured environment in which they are valued to take ownership of their learning. In addition to academics, we build character, foster creativity and encourage social skills that will last a lifetime. Faculty members are part of a supportive, professional, and respectful community where contributions are encouraged and valued. As lifelong learners, our faculty aspires to be positive role models on behalf of all educators. Parents support student success through open communication and involvement in their child's education. By reinforcing good work and social habits, our parents share in student accountability. Community members work in a partnership with the school in order to share valuable resources to enhance school wide initiatives.

An emphasis on differentiated instruction and materials allows for students to be heterogeneously grouped in all subject areas. Sustained professional development for teachers at both the building and district level is provided to support this philosophy and practice. Making connections through real world problem solving is integrated into all core content areas. For the past two years we have been fortunate to enhance our inclusive school setting by serving as an off-site for the John S. Charlton School. The J.S. Charlton School provides the Autistic, Trainable and Severely Disabled programs for Kent County, Delaware.

As the result of a mini-grant awarded by the state in 2004, Stokes Elementary created a Coordinated School Health team. Funds from the initial mini-grant and then a subsequent partnership with Nemours supported the school's goal of promoting a safe and healthy learning environment for all stakeholders. Professional development and health promotion activities were created to encourage a "Fit for Life" mission. Programs provided by the school, as well as a variety of community partnerships, incorporated staff wellness, healthy school environment, comprehensive health education, physical education, counseling and support services, nutrition services, and family and community support.

Stokes Elementary has a strong mentoring program that began with both high school seniors and enlisted Air Force airman taking time during their day to spend with our students. Over the years it has become more difficult for our community members to set aside the time needed to visit regularly so our teachers have jumped in and have taken on that responsibility. Teachers check in with their mentees each morning and are often seen before school, after school, during their lunch and planning periods spending quality time with their mentees. There are several teachers who have mentored the same student from first to fifth grade.

Stokes' students and families take pride in their school and it shows through continued student success!

1. Assessment Results:

Longitudinal data was collected and analyzed for Nellie Hughes Stokes Elementary School for the school years of 2005-06 through 2009-10. During this time, schools participated in Delaware Student Testing Program or DSTP. For 2nd grade, student scale scores are converted over to one of three Performance Levels (PL). Performance levels of 3 and 4 are considered “Meeting” the standard, while a performance level of 2 does not. For grades 3 through 4, there are 5 performance levels. They include (PL 1) well below the standard, (PL 2) below the standard, (PL 3) meeting the standard, (PL 4) exceeds the standard, and (PL 5) distinguished. The percentages here only include those students who met or exceeded the standards (PL of 3 or higher in grade 2 and PL 3 or higher in grades 3 through 5).

The DSTP required students to answer 67 questions in reading and 66 in math. Students were also expected to complete multiple choice, short answer and extended response items in reading and multiple choice and short answer items in math. Starting in the 2010-2011 school year, Delaware moved from the DSTP to the Delaware Comprehensive Assessment System or DCAS. This new assessment is administered on the computer and occurs in the fall, winter, and spring for grades 3-10 and in the spring only for grade 2. More information related to both the DSTP and DCAS can be found at <http://www.doe.state.de.us/>.

In grade 2 reading, the overall gain was 4.7% (85.7% meeting or exceeding the standard during the school year 2005-06 to 90.4% meeting or exceeding the standard for the school year 2009-10). In the area of mathematics, the increase was even higher at 11.5% (84.5% SY 06 to 96.0% SY 10). In reading all subgroups showed gains, with African Americans showing the largest gain (15.0%). This group increased from 71.4% meeting or exceeding the standard in SY 06 to 86.4%. Mathematics also showed gains in all subpopulations with the African American boasting the largest gain (25.9%) from 74.1% SY 06 to 100% SY 10!

Much like grade 2, grade 3 showed substantial gains in both areas of reading and mathematics. In the area of reading the percentage of students meeting or exceeding the standard increased by 9.4% over the 5 year period (80.5% SY 06 to 89.9% SY 10). Over the same 5 year period, the percentage of students meeting or exceeding the standard in mathematics increased by an impressive 24.4% (69.4% to 93.8%). While this increase is impressive, the African American subpopulation grew even more in mathematics with an increase of 34.7% (51.7% SY 06 to 86.4% SY 10).

The fourth grade class of 2005-2006 continued in their positive trend in math performance with 87% of the students meeting or exceeding the standard in reading followed by a fifth grade year of 86% meeting or exceeding. Subsequent fourth grade cohorts increased their math performance from 71% in SY 07 to 77% in SY 10. Reading scores ranged from 83%-89% meeting or exceeding from SY 06-SY 09 with an anomaly of 78% meeting or exceeding in SY 10.

In grade 5, reading scores remained fairly constant at the high rate of 88% meeting or exceeding the standard (88.3% SY 06 to 88% SY 10). For three of the five years of the reporting period fifth grade students demonstrated 90%-94% meeting or exceeding the standard. The area of mathematics demonstrated an increase of 8.4% (74.8% SY 06 to 83.2% SY 10). 5th grade reading showed an increase in the percentage of African American students meeting and exceeding the standard (76.47% SY 06 to 84.38 SY 10) along with mathematics showing a significant increase (50.0% SY 06 to 75.0% SY 10).

The data shows that in many cases the percentage of students meeting or exceeding the standard in the subpopulation of African American is growing faster (2nd grade reading and mathematics, 3rd grade mathematics, and 5th grade reading and mathematics) than that of all students indicating that in most grades the achievement gap is shrinking.

A review of Stokes' whole school scores indicates continued growth over the five year span for all students in both reading and math as well as most subgroups. Most impressive is the upward trend in percentage of students in the various subgroups in relation to "Advanced" scores. This further demonstrates Stokes' efforts to not only close the achievement gap, but increase academic expectations for all students.

Though there are multiple years of data indicating growth in our special education population in both reading and mathematics, the inconsistency of performance indicates an area of concentration for continued efforts to increase student performance.

2. Using Assessment Results:

The Delaware State Testing results are utilized by a school site based team composed of teachers, parents, community members, and administration in order to create achievement goals for the upcoming year. Each year a School Success Plan (SSP) is completed to communicate and monitor the school wide targets in reference to student achievement, teacher quality, and parent involvement. The principal shares data results with the entire school staff at the opening in-service day and reviews the plan quarterly with the SSP team.

Teachers are evaluated using the Delaware Performance Appraisal System modeled after Charlotte Danielson's "Framework for Teaching." One of the five components of Delaware's framework requires teachers to set goals based on district and school goals. These goals are created using classroom based assessments, state testing, and a variety of other standardized testing data (i.e. DIBELS). Teachers work with the administrators to create and monitor their goals throughout the school year with final evaluation of the goal occurring between April and June of each school year.

For more information on DPAS II Component Five: <http://www.doe.k12.de.us/csa/dpasii/default.shtml>

The Response to Intervention (RTI) process at Stokes Elementary relies heavily on data analysis. RTI teams meet in six week intervals to review individual student data and make recommendations for intervention and support services. The use of Data Service Center's Standardized Test Reporting application (I-Tracker) assists the team in making instructional decisions by providing an online, comprehensive, and easy to use view of assessment data for current classes and homerooms. The Standardized Test Reporting System includes data from the DSTP, DCAS, DIBELS, Read Naturally, Words Their Way, and a variety of classroom based assessments. Along with historical student assessment profiles and progress graphs, teachers and administrators can obtain valuable information about student educational progress and needs.

For more information on Data Service Center's I-Tracker System: <http://www.dataservice.org/Services/>

Data serves a dual purpose when looking at intervention programs at Stokes Elementary. First, it is used to screen and identify students for additional support. From there the data is analyzed to ensure that the programs provided are meeting the specific need of each child. Research based strategies and programs are chosen according to student achievement data to be utilized by the reading specialist, literacy paraprofessionals, morning and out of school time programs.

3. Communicating Assessment Results:

The key to quality assessment practices is to ensure results are communicated in a clear and timely manner to all stakeholders. Stokes Elementary sends home a "Wednesday Envelope" each week with completed classroom based assessments for parents to review. Our district also utilizes the Parent Access Center which is a web based system that allows parents to log in daily to access their child's grades in each subject area.

With the new DCAS, students' scores are revealed informally immediately after completing the test. Formal printed test results are sent home to parents after each of the three testing windows. Teachers

share and discuss the scores with individual students after each administration. Parent nights focused on assessment are also scheduled at Stokes Elementary to demonstrate the logistics and format of the on-line test, explain student expectations, and review achievement goals for the school.

Summative state testing results are available for parents to view by district, school, and grade level on the Delaware Department of Education's homepage. As mentioned previously, a school site team composed of all stakeholders reviews the data at least four times a year and serves as a liaison to their constituent groups. Monthly Parent Teacher Organization (PTO) meetings allow for yet another forum to share whole school assessment updates.

Parent teacher conferences are held formally three times during the year for teachers to meet with parents individually to allow for conversations related directly to individual students and their progress. At this time teachers are able to answer questions that parents may have on the measures being used and the meaning of the assessment results in relation to their child's educational program. Informal parent conferences are held throughout the year in the form of one on one meetings, phone calls, notes sent home, and emails. The school administration shares the responsibility with teachers to communicate with parents and the community.

For the past two years, Stokes Elementary has had an Achievement Liaison Teacher (ALT) whose primary purpose is to support student achievement, teacher quality, and parent involvement. Among many other responsibilities, she is responsible for organizing and running our parent information nights, maintaining our parent resource center, and meeting with parents as needed to discuss student progress.

4. Sharing Lessons Learned:

With a total of 2,044 sq. mi, the state of Delaware ranks 49 out of 50 states in reference to size. If there is one time that ranking next to last is viewed positively, this is it! The size of our state allows for regular communication between districts, schools, and the state department of education. It also allows for greater accessibility and communication with state and local legislators.

The administration at Stokes Elementary has been heavily involved at the local, state and national level when it comes to sharing educational practices. Serving as leaders on multiple state organizations such as Delaware Principals' Academy, Delaware Elementary School Principals' Association, and Delaware Association for School Administrators provides regular forums to not only share, but glean strategies that are successful throughout the state. Best practices have also been shared at multiple visits to Capitol Hill in Washington, DC meeting directly with our state representatives and senators. Each year the State Department of Commerce holds a Principal for a Day program where local business leaders spend the day shadowing the building principal. Stokes Elementary participates regularly in this program allowing for greater exposure and communication with local community leaders.

Principals and district office administrators meet monthly allowing for a district based forum to share best practices. Monthly Board of Education meetings also provide a forum for each elementary to feature its best practices. All of the elementary schools in our district have an Achievement Liaison teacher, who serves as its name indicates, as a liaison between schools, parents, and the district. Our ALT shares ideas at district ALT meetings as well as at any state wide meetings that she attends. An identical practice occurs with our school reading specialist who meets monthly with district reading specialists.

There are several teachers at Stokes Elementary who work as adjuncts at local universities for both graduate and undergraduate education programs. Stokes' teachers also serve on state test benchmarking and other state related committees to not only share, but bring back ideas to use within the building.

1. Curriculum:

Students at Stokes Elementary are provided equal access to the general education curriculum with accommodations and modifications provided as necessary. Special education students are mainstreamed to the greatest extent possible to ensure challenging and rigorous curriculum for all. Teachers plan, implement and assess in alignment with the Delaware standards in all content areas.

Primary instructional emphasis is placed on literacy instruction with the largest amount of instructional time allocated to this core content area. Students are engaged in a minimum of 120 minutes of English Language Arts instruction daily. Teachers follow a balanced literacy approach to include vocabulary (decoding/word study), fluency, and comprehension. Harcourt Trophies is utilized as our text, supported by small differentiated groups, incorporating leveled readers and programs such as Reading Success from the Start and SOAR to Success. Teachers, the reading specialist, and literacy paraprofessionals have access to a multitude of support materials available in order to differentiate instruction for both ability level and text types including but not limited to: Benchmark Book Room, Reading A to Z, Read Naturally, Words Their Way, Time for Kids kits, Write Time for Kids, and Harcourt Intervention Kits.

Students are provided a minimum of ninety minutes daily of mathematics instruction focused on numeric, algebraic, and geometric reasoning delivered through Math Trailblazers, a challenging, comprehensive, K-5 mathematics curriculum with problem solving at its core. It is a balanced application of the Principles and Standards for School Mathematics structured so concepts and skills grow logically within each grade and from grade to grade. Students are regularly engaged in collaborative, hands on, labs that stretch their thinking and allow for exploration of multiple approaches to real world mathematical tasks.

Science and social studies share an important role in providing content knowledge for our students. Teachers utilize FOSS and STC science “kits” and newly created Delaware Recommended Curriculum (DRC) units for social studies in an effort to provide concept based, hands-on applications in both content areas. Social studies units fall into the strands of civics, economics, geography, and history. Science kits range in content from the exploration of Weather to Ecosystems. In both contents students are actively engaged in labs and simulations to help make connections and construct their own meaning around complex concepts.

Students participate in physical education, music, and art classes weekly. Related Arts teachers tailor their instruction to meet Delaware standards for their specialty area and work collaboratively with classroom teachers to allow for integration of skills for those students are more likely to grasp concepts outside of the traditional classroom setting. During related arts classes children are given additional opportunities to express themselves in multiple modalities while being enriched with necessary background knowledge in areas that will enhance their performance in all areas of the curriculum. The related arts classes also give students the experience of “showcasing” their talents outside of the core subjects through art shows, chorus concerts, and even express their competitive sportsmanship in yearly field day events.

In all subject areas there is an emphasis on the integration of technology to support learning. Teachers utilize document cameras to share student work and model, interactive white boards to engage students and capture learning as it occurs in the lesson, and lap tops to research, run support programs, and express themselves with multi-media resources.

2. Reading/English:

Last school year McIlvaine Early Childhood Center opened its doors as the newest school in our district housing 21 full day kindergarten classrooms. Until that time, Stokes Elementary had one classroom of full day kindergarten for children who were identified as “at risk” during kindergarten registration. Our all day kindergarten program provides a solid foundation for our Stokes’ students through reading readiness skills utilizing concepts of print and acquiring phonemic awareness skills required to decode unknown text.

As students enter the first grade at Stokes Elementary the emphasis continues to rest primarily on literacy with attention to vocabulary (phonics/decoding), fluency and comprehension. Students in grades one through five have a minimum of 120 minutes of English Language Arts daily with whole group and small groups. Rotations consist of time with the teacher and then two to three other stations. While working with the teacher students interact with text and focus on utilizing effective reading strategies. These groups are flexible and allow for students to move between levels of instruction as deemed necessary by regular progress monitoring. Students also rotate through teacher created literacy centers focused on the reinforcement and practice of a combination (depending on the grade level) of phonemic awareness, phonics/decoding, fluency, comprehension, and writing tasks.

Basic early literacy skills are monitored via the DIBELS Next. Students are benchmarked in the fall, winter and spring. Students not meeting “Core” are then progress monitored. Small groups are differentiated to provide students with the appropriate skills/strategies as well as materials to enhance their performance. In grades one and two struggling students work with Reading Success from the Start and grades three through five utilize SOAR to Success. Both programs have a strong research base and provide a scaffold support intervention.

Children demonstrating the weakest literacy skills are also provided additional time with the reading specialist, literacy paraprofessional, and/or the ALT to provide a “double dose” of reading instruction/intervention. These interventionists often take the place of one of the students’ centers. Morning “Early Bird” sessions and the S.M.A.R.T. Academy out of school time program are also run throughout the year to provide extended time for assistance for individualized comprehension support to close to 20% of the school population.

3. Mathematics:

Delaware state standards and district curriculum are delivered through the use of the program Math Trailblazers. Math Trailblazers provides access to rigorous mathematics to all children. Teachers act as facilitators rather than lecturers. Content spirals throughout the year and grade levels. If a walkthrough were conducted in each grade level on the same day during math, the content would look very similar yet scaffold to meet the demands of the grade level curriculum and state standards.

A Universal Screening Tool (UST) is implemented three times per year and offers diagnostic measures of student understandings of the “big ideas” within in the numeric reasoning standard. Teachers administer the UST to their students and then score this tool with their grade-level colleagues. This enables teachers to uncover their students’ thinking and become more skillful in their use of formative assessment in their classrooms.

Teachers focus on how they could improve their classroom instruction and the possibilities for interventions around students’ strengths and weaknesses. Daily Practice Problems (DPPs) from the Math Trailblazers curriculum are used to progress monitor students. Teachers then track students’ performance with the selected DPPs to document progress with the “big ideas” within the numeric reasoning standard.

The teachers implement prescribed targeted interventions with students who struggle with the Daily Practice Problems. These interventions are specific to each DPP and are based on teaching strategies that

help students learn best. These interventions are implemented in various forms: large group, small group, individual, or sometimes whole class.

The teachers meet with the district math resource teacher monthly to discuss trends in students' performance with the DPPs, discuss interventions that they have tried, and the success of these interventions. Teachers also plan for future lessons to help differentiate their instruction to help meet the needs of their students.

4. Additional Curriculum Area:

Delaware tests all fourth grade students in the areas of math, reading, science and social studies. Over a five year period, some of the highest test results realized at Stokes Elementary were in science. In the 2006 testing cycle, 100% of the students met the standard. Following years weren't far behind with one year reaching 89% and the three remaining ranging from 95.74% to 97.78%.

A text book is not used to address the Delaware state standards for science at Stokes Elementary. Science concepts are taught exclusively through "kits." These kits are designed for students to use the scientific method as a means to conducting investigations related to Delaware state standards. Everything from data sheets to Dixie cups is included with the kit to facilitate student investigations. Teachers take a "science alive" approach planning hands on, minds on activities rather than worksheets to facilitate natural curiosity in our students.

Our district made the decision to purchase individual kits for every teacher instead of "renting" them from unit to unit to allow teachers the flexibility to use kits as needed to integrate with other subject areas whenever possible.

5. Instructional Methods:

A concentrated effort to rely on data based decision making has provided students at Stokes Elementary with targeted instruction. Students' progress is monitored through a variety of classroom based assessments including cold reads as well as DIBELS, DCAS, and the Gates MacGinitie.

All classrooms are heterogeneously populated with primary responsibility for differentiation placed on the classroom teacher. A variety of leveled literature is available to teachers to supplement instruction in all content areas through the Harcourt series as well as the Benchmark Education's Bookroom stocked with multiple copies housed in the library. Grade level planning periods allow for collaboration among same grade teachers to address student needs as a team. Extended planning time is provided monthly to allow for data analysis and depth of discussion.

Our teachers act as diagnosticians and facilitators of learning. Small group instruction is observed in classrooms during both reading and math. Teachers focus on extending meaning and Bloom's higher level questioning. Technology is used to engage and support student learning.

A district initiative involving Rick Stiggins' Assessment for Learning has increased student involvement in their own assessment as well as provided a stronger teacher created assessment system that allows for multiple student attempts at mastery without penalty. Students are able to recognize "of" and "for" learning exercises and articulate their learning targets within each of the subject areas.

Stokes Elementary values the support of all members of the staff. Reading specialists and paraprofessionals are provided sustained professional development in intervention strategies and programs to support regular classroom teachers.

6. Professional Development:

Teachers at Stokes Elementary are continuously engaged in professional growth through formal and informal opportunities provided both at the school and district level. It is vital that professional development is catered to the individual professionals in the same manner we would provide support for our students.

Training is offered in the summer by the district in all core content areas. The district also utilizes the train the trainer model when providing district wide trainings to allow the building administrator to train along with a group of teachers from his/her building. Stokes teachers participate in monthly faculty meetings focused on instructional strategies supported by outside reading through book groups.

All building and district instructional expectations are supported with sustained professional development provided by district resource teachers, building teacher leaders, and outside consultants. Teachers and administrators are afforded the opportunity to attend regional conferences and workshops to stay current with best practices. The district has brought in leaders in the education field such as Carol Ann Tomlinson, Roger Farr, and Michael McKenna to share their expertise with our instructional staff.

The building principal, achievement liaison teacher, and reading specialist meet regularly with classroom teachers to review data and align professional development based on student achievement. Principal evaluations and walkthroughs provide teachers feedback on the implementation of building initiatives.

7. School Leadership:

Nellie Hughes Stokes Elementary is lucky enough to have both a principal and an assistant principal. Both administrators are responsible for maintaining an environment where both the staff and students feel safe and supported. Besides maintaining a safe environment, the administration places a tremendous amount of focus on student learning. The role of both the principal and assistant principal at Stokes Elementary is to be an educational leader.

Stokes Elementary focuses on student achievement from the onset of the school year through the RTI process and the administrator is at the forefront of this process. Students are assessed right at the beginning of the school year to determine their current level of functioning. Those students whose assessment data shows below grade level performance are immediately placed in extra intervention services. These students are progress monitored weekly to determine if educational growth is being made. Assessment data of these “at risk” students are analyzed by the teacher, Title I reading specialist, and administration to determine if the current interventions we have in place are working. Weekly grade level meetings are required so that student data can be analyzed. As a grade level team strategies are shared that may help a teacher improve the performance of a low functioning student. If additional interventions are warranted students are placed in either a before or after school program to try and address the deficiency.

Faculty meetings and in-service days always focus on improving instruction. Both the faculty meetings and in-service days focus on either analyzing student data or being engaged in a discussion about a new instructional strategy. Once a new strategy is shared and discussed it becomes an expectation that the staff will implement the strategy with the students. All professional development sessions focus on strategies that are research based and are considered best practices.

Stokes Elementary also involves the entire school community in the improvement of student learning. This year we started a Parent Resource Center which sets up workshops for parents which focus on ways the parents can help their children at home. Several curriculum based nights are held to educate parents on grade level expectations as well as provide them with tools to help reinforce information the students learned in school. Phone calls and home visits are conducted for those parents who are not able to make our curriculum based nights.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	96	96	92	93	85
Exceeds	61	57	57	51	42
Number of students tested	75	70	93	97	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	92	94	88	89	79
Exceeds	51	42	40	27	36
Number of students tested	37	33	43	37	44
2. African American Students					
Meet or Above	100	96	93	86	74
Exceeds	39	38	37	31	26
Number of students tested	23	24	27	29	27
3. Hispanic or Latino Students					
Meet or Above					
Exceeds					
Number of students tested					
4. Special Education Students					
Meet or Above			70	72	63
Exceeds			30	27	23
Number of students tested			10	11	13
5. English Language Learner Students					
Meet or Above					
Exceeds					
Number of students tested					
6.					
Meet or Above					
Exceeds					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	90	92	94	84	86
Exceeds	34	41	29	49	38
Number of students tested	73	61	83	87	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	81	88	88	68	80
Exceeds	27	30	21	24	34
Number of students tested	37	33	43	37	44
2. African American Students					
Meet or Above	86	81	87	68	71
Exceeds	18	18	17	28	24
Number of students tested	22	22	23	25	21
3. Hispanic or Latino Students					
Meet or Above					
Exceeds					
Number of students tested					
4. Special Education Students					
Meet or Above					62
Exceeds					31
Number of students tested					13
5. English Language Learner Students					
Meet or Above					
Exceeds					
Number of students tested					
6.					
Meet or Above					
Exceeds					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	94	87	85	71	69
Exceeds/Distinguished	49	43	28	19	21
Number of students tested	80	84	106	93	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	93	82	81	61	56
Exceeds/Distinguished	32	33	12	11	10
Number of students tested	41	39	43	38	41
2. African American Students					
Meet or Above	86	74	77	46	52
Exceeds/Distinguished	32	22	10	4	14
Number of students tested	22	27	31	26	29
3. Hispanic or Latino Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
4. Special Education Students					
Meet or Above	86	42	62	31	31
Exceeds/Distinguished	7	8	0	15	0
Number of students tested	14	12	13	13	16
5. English Language Learner Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
6.					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	90	85	78	80	80
Exceeds/Distinguished	42	38	29	22	13
Number of students tested	79	71	93	82	82
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	90	74	74	68	63
Exceeds/Distinguished	37	26	16	21	2
Number of students tested	41	39	43	38	41
2. African American Students					
Meet or Above	91	70	59	59	88
Exceeds/Distinguished	41	15	11	14	4
Number of students tested	22	20	27	22	24
3. Hispanic or Latino Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
4. Special Education Students					
Meet or Above	85				50
Exceeds/Distinguished	8				0
Number of students tested	13				16
5. English Language Learner Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
6.					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	77	77	71	71	87
Exceeds/Distinguished	41	13	30	32	37
Number of students tested	92	96	100	85	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	73	70	60	55	81
Exceeds/Distinguished	32	30	20	19	27
Number of students tested	44	33	45	31	41
2. African American Students					
Meet or Above	62	67	44	58	84
Exceeds/Distinguished	24	16	15	15	25
Number of students tested	29	31	27	33	32
3. Hispanic or Latino Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
4. Special Education Students					
Meet or Above	25	50	33	50	62
Exceeds/Distinguished	6	0	6	6	8
Number of students tested	16	14	18	16	13
5. English Language Learner Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
6.					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	78	83	88	85	89
Exceeds/Distinguished	27	41	35	26	41
Number of students tested	91	81	84	68	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	68	85	73	61	80
Exceeds/Distinguished	18	21	16	13	24
Number of students tested	44	33	45	31	41
2. African American Students					
Meet or Above	62	68	72	82	83
Exceeds/Distinguished	14	8	33	18	21
Number of students tested	29	25	18	28	24
3. Hispanic or Latino Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
4. Special Education Students					
Meet or Above	27	62	50	40	83
Exceeds/Distinguished	0	15	6	0	0
Number of students tested	15	13	18	15	6
5. English Language Learner Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
6.					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	83	80	79	85	75
Exceeds/Distinguished	39	21	21	31	28
Number of students tested	101	90	80	82	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	79	57	67	74	65
Exceeds/Distinguished	31	14	7	23	15
Number of students tested	39	37	27	31	34
2. African American Students					
Meet or Above	75	57	74	71	50
Exceeds/Distinguished	22	18	13	14	19
Number of students tested	32	28	31	21	26
3. Hispanic or Latino Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
4. Special Education Students					
Meet or Above	64	33	44	64	42
Exceeds/Distinguished	0	8	0	0	0
Number of students tested	14	12	16	11	24
5. English Language Learner Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
6.					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	88	90	89	94	88
Exceeds/Distinguished	44	38	25	41	42
Number of students tested	100	78	65	70	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	85	73	70	77	83
Exceeds/Distinguished	28	27	19	19	17
Number of students tested	39	37	27	31	35
2. African American Students					
Meet or Above	84	67	85	94	100
Exceeds/Distinguished	25	33	23	19	0
Number of students tested	32	21	26	16	3
3. Hispanic or Latino Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
4. Special Education Students					
Meet or Above	77	58	81	40	55
Exceeds/Distinguished	8	8	13	0	0
Number of students tested	13	12	16	15	22
5. English Language Learner Students					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
6.					
Meet or Above					
Exceeds/Distinguished					
Number of students tested					
NOTES: There are no other subgroups with 10 or more students. All school scores indicate 99% participation rate in 2007, however, due to a systems change we are only able to retrieve summary data. Therefore, participation rate by grade is indicated as 100%.					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	87	85	82	80	79
Exceeds/Distinguished	47	39	35	33	33
Number of students tested	347	334	375	350	393
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	84	75	75	70	71
Exceeds/Distinguished	36	30	21	20	23
Number of students tested	100	100	100	98	100
2. African American Students					
Meet or Above	80	73	73	64	65
Exceeds/Distinguished	29	22	18	17	21
Number of students tested	104	108	115	108	110
3. Hispanic or Latino Students					
Meet or Above	71	100	85		90
Exceeds/Distinguished	35	33	31		20
Number of students tested	14	12	13		10
4. Special Education Students					
Meet or Above	62	50	49	47	47
Exceeds/Distinguished	6	11	7	12	8
Number of students tested	50	46	55	49	62
5. English Language Learner Students					
Meet or Above		83			
Exceeds/Distinguished		33			
Number of students tested		12			
6. Asian					
Meet or Above	100	91			
Exceeds/Distinguished	75	55			
Number of students tested	12	11			
NOTES:					

11DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Above	86	86	86	80	82
Exceeds/Distinguished	37	37	28	32	30
Number of students tested	347	332	375	350	393
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Above	81	80	77	69	76
Exceeds/Distinguished	27	26	18	20	20
Number of students tested	161	142	158	137	161
2. African American Students					
Meet or Above	81	71	74	68	74
Exceeds/Distinguished	24	18	19	17	15
Number of students tested	104	106	115	108	110
3. Hispanic or Latino Students					
Meet or Above	86	83	100		80
Exceeds/Distinguished	36	33	8		30
Number of students tested	14	12	13		10
4. Special Education Students					
Meet or Above	64	76	73	51	61
Exceeds/Distinguished	8	15	16	8	8
Number of students tested	50	46	55	49	62
5. English Language Learner Students					
Meet or Above		100			
Exceeds/Distinguished		50			
Number of students tested		10			
6. Asian					
Meet or Above	71	100	85		90
Exceeds/Distinguished	36	33	31		20
Number of students tested	14	12	13		10
NOTES:					

11DE2